

St. John the Evangelist School

Summer Reading Lists

Scroll down to see all class lists for [St. John the Evangelist School](#); to place a hold at the [Fauquier County Public Library](#), click on titles in blue/hyperlinked below.

Students Entering Grade 1

Required by the Class Teacher:

[The Great Fuzz Frenzy](#) – Janet Stevens and Susan Stevens Crummel

[Leo the Late Bloomer](#) – Robert Kraus

Suggested:

[Anansi the Spider](#) – Gerald McDermott

[The Grouchy Ladybug](#) – Eric Carle

[Love You Forever](#) – Munsch

[Henry and Mudge](#) – Cynthia Rylant

[The Relatives Came](#) – Cynthia Rylant

Six Sleepy Sheep – Gordon

[Why Mosquitos Buzz in People's Ears](#) – Verna Aardema

[Frog and Toad are Friends](#) – Arnold Loebel

[Mouse Tales](#) – Arnold Loebel

Sleepy Dog – Ziefert

[Just Grandpa and Me](#) – Mercer Meyer

Johnny Appleseed – Lindberg

Baby Rattlesnake – Te Ata

[Fancy Nancy stories](#) – Jane O'Connor

[Madeline stories](#) – Ludwig Bemelmans

These are a few of the possible choice for summer reading. Choose those that interest you. Make copies of the "My Book Report" sheet and give a report of two

required books at the top of the list. If you would like to continue the reports on the books you read this summer, I would like to see your reports when you come to first grade.

Using a full sheet of paper, draw and color your own prairie dog. Decorate your prairie dog with fuzz (yarn works well) and give your prairie dog a name. Be sure to include your own name on the back of your pictures. Be ready to tell use about your prairie dog when you come to school.

Students Entering Grade 2

Required by the teacher:

- [Dear Mrs. LaRue: Letters from Obedience School](#) by Mark Teague*
- [Little Red Hen](#)
- [There's a Frog in My Throat](#) by Loreene Leedy and Pat Street

Suggested reading:

- Fiction
 - [A-Z Mysteries series](#) by Ron Roy
 - [Amelia Bedelia](#)
- Nonfiction
 - [Magic School Bus](#) series
- Folktales, Fables, Fairy tales
 - *Anansi's Narrow Waist* by Len Cabral
 - [Seven Blind Mice](#) by Ed Young
- Poetry
 - [Where the Sidewalk Ends](#) by Shel Silverstein
 - Any additional books by [Shel Silverstein](#), [Alan Katz](#), and [Jack Prelutsky](#)
- Biographies
 - [Saint stories for children](#) (Parents, please preview text)
- Native American
 - *The Great Ball Game: a Muskogee Story* by Joseph Bruchac
- Canadian
 - *Anne of Green Gables* by Jennifer Dussling
- Mexican
 - [Mañana, Iguana](#) by Ann Whitford Paul

Summer Reading Projects

Hello Second Grader!

For the summer, I would love for you to explore different genres (types) of literature that will help you be prepared for the upcoming year. I know you'll be practicing your reading all summer and to show me that you have, I would like for you to do a few projects as you read:

- Keep a log of books read and rate each with a face:
 - 😊 for "Good! I would read it again!"
 - 😐 for "Okay, but I wouldn't read it again."

- ☹ for “This was not a book for me.”
 - Please bring this reading log on the first day of school.
- After reading Dear Mrs. LaRue write a letter.
 - Write a letter to me, Ms. Dahn, and tell me about yourself!
 - Bring the letter to ‘Meet the Teacher’ on August 26th.
- Make a paper bag puppet of your favorite character from one of the books on reading list.
 - Lay a lunch bag flat with folded bottom facing up. The flap made by the bottom fold will be the mouth. You can decorate it anyway you like. Be creative, have fun!
 - Please bring this on the first day of school.

I hope you enjoy reading over the summer. I cannot wait to get to know better you in August!

Hugs,
Ms. Dahn

Students Entering Grade 3

*Please read two of the following books this summer. After you have read your books, please write two book reports using the attached book report sheet. I will collect these reports the first day of school.

*You also may choose to read an additional book for extra credit-this report will also be due on the first day of school.

[Ramona series](#)- Beverly Cleary

[Encyclopedia Brown series](#)- Donald Sobol

[Library Lion](#)- Michelle Knudsen

[Lilly's Big Day](#)- Kevin Henkes

[Max's Words](#)- Kate Banks

[The Children Who Smelled a Rat](#)- Allan Ahlberg

[Mercy Watson series](#)- Kate DiCamillo

[Magic Tree House series](#)- Mary Pope Osborne

[A to Z mysteries series](#)- Ron Roy

[Amber Brown series](#)- Paula Danziger

[Andy Shane and the Very Bossy Dolores Starbuckle](#)- Jennifer Jacobson

[Louise: the Adventures of a Chicken](#)- Kate DiCamillo

[Little House series](#)- Laura Ingles Wilder

Name: _____ Date: _____



3rd Grade Book Report



Title:



Author:



Setting:



Characters:



Main Events:



Problem/Conflict:



Conclusion:



Did you like the book? Why or why not?

Students Entering Grade 4

Students entering the fourth grade are required to read and write reports on the four starred books. Formats for the book report: title, author, main characters, and summary of the story. Recount the story including the beginning, middle and the end of the story. In your summary, answer the question; if you could, what would you change about the story? All book reports will be due the first day of school.

Extra credit will be given for any additional book reports. Happy reading!

[Babe: The Gallant Pig](#) – Dick King-Smith

[Stone Fox](#) – Gardiner

*[The Westing Game](#) – Raskin

*[Mr. Popper's Penguins](#) – Atwater

*[Henry Huggins](#) – Beverly Cleary

[The Cay](#) – Taylor

*[Virginia Bound](#) – Amy Butler

[The Night of the Twisters](#) – Ruckman

[White Water](#) – Peterson

[Jason's Gold](#) – Hobbs

STUDENTS ENTERING GRADE – 5

REQUIRED BY CLASS TEACHER

1. *[The Forgotten Door](#) – Alexander Key

CHOOSE ONE

2. *[A Single Shard](#) – Linda Sue Park
*[Letters from Rifka](#) – Karen Hesse

CHOOSE ONE

3. [The Dragon in the Sock Drawer](#) – Kate Klimo
[The Castle in the Attic](#) – Elizabeth Winthrop
*[The Phantom Tollbooth](#) – Norton Juster

CHOOSE ONE FROM THE FOLLOWING LIST

4. *A Year of Impossible Goodbyes* – Sook Nyul Choi
[Dear Levi](#) – Elvira Woodruff
[The Watsons Go To Birmingham, 1963](#) – Christopher Paul Curtis
[Witch of Blackbird Pond](#) – Elizabeth Speare
*[Regarding the Fountain](#) -Kate Klise
[Sadako and the Thousand Paper Cranes](#) – Coerr
[Out of the Dust](#) – Hesse
[The Gollywopper Games](#) – Jody Feldman
*[Small Steps: The Year I Got Polio](#) – Peg Kehret

*2011-2012 Battle of the Books

BOOK REPORTS

You are to complete a book report for each of the assigned books. I have included some ideas on ways to report on the books. You may write a book report following the classic format, or try one of the other ideas. You may choose a different kind of report for each book if you would like.

CLASSIC FORMAT

The classic format usually includes:

Introductory paragraph: In the first paragraph, include the author, title, and a one or two sentence description of the idea of the book.

Plot summary: Describe the plot in one or two additional paragraphs. Your teacher will be looking for references to the elements of the book like character, setting, and theme.

Analysis: This is the meat of your book report and your chance to give your own opinion and review of the book in two or three paragraphs. What makes it believable? Why is it funny? How is it disturbing? What is surprising? Was there an exceptional character? Could you relate to any of the characters or the action in the story?

Conclusion: Finish up with a short paragraph summarizing your review.

BOOK REVIEWER

Pretend that you are a book reviewer for a news service for kids. Your assignment is to report, in an enthusiastic manner, on the book of your choice. Summarize your book and give your opinion as the closing comment.

PROBLEM CHARACTER

Report about a character in your book that causes problems. Describe how this character looks and acts. What problems does he or she cause? What effect does this character have on the main character? How does the story end for the difficult character?

TEST OR TRIAL

In early myths and legends, the main character often had to pass a test or trial. Does the main character in your book have to prove himself or herself through a test of some kind? If so, what is the test? What personal qualities, talents, or skills are needed for success?

STORY MAP

Make a story map. Begin by drawing the setting of your book. The setting could be a country or just the inside of a house. On your map, show the places where major characters have lived or visited and where important events and meetings have taken place. Make symbols to stand for characters, events, and special places. Prepare a legend to explain these symbols. On the back of your map, write a short summary of the book.

Middle School Summer Reading List 2011-2012

[Red Pyramid](#) by Rick Riordan – Fantasy

[Moon Over Manifest](#) by C. Vanderpool – Historical Fiction

[Peak](#) by Roland Smith – Adventure

[The Great Escape: Tunnel to Freedom](#) by Mike Meserole - Non-Fiction

Select three of the following four books to read this summer. After reading the book, select a project below to complete. You should complete one project for each of the three titles. By the end of the summer, you should have completed all three projects below, one for each of the three books.

Incidentally, all of these titles are taken from the 2010-2011 Middle School Battle of the books list. A copy of the entire list was given to each student at the end of the school year. Feel free to read on to enjoy many of the books on the list this summer, then join the team during the school year.

1. Pretend your book has been made into a movie. Create a poster advertising the movie. Include the title, the author, and an illustration. The illustration should be fully colored and should reflect the setting and the plot in some way. Be Creative. Posters should not be larger 18" x 24". They should not be smaller than 12" x 15". Remember to put your name on the back of the poster. (Choose a book that is not already a movie)
2. Create a journal entry about your favorite character in the book. Answer the following questions regarding that character. Who was your favorite character? Why was he/she your favorite character? (Use details from the story to support your reasoning here). What character traits does he/she have? Explain them to your reader. Explain what that character does that reminds you of a friend you have or would like to have. Explain what that character does that reminds you or yourself or another family member. How do the character's actions affect the story? What might have happened if the character were not part of the story? What event involving your character would you change and how would it change the story. Explain your answer fully.
 - a. Your journal entry should be well thought out and should reflect thoughtful reasoning. The journal should be more than one page long.
 - b. Journal entries should be completed on loose leaf paper with your name, the title and author of the book.
3. Complete a **bag book report** for the third book. Using a paper lunch bag (either brown or white), create a book report to accompany the final book. Decorate the outside of the bag with the title, author, images related to the

book. Make your presentation neat and entertaining. Inside the bag include 3-5 items which represent the setting, the main characters, problem and the solution of the story. Include an index card explaining each item. Also include an index card with a recommendation for your friend regarding this book. Explain your recommendation.